DOCUMENT RESUME

ED 117 518 CE 006 198

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TITLE An Administrator's Checklist. Book 1. Handbook for the ESL/ABE Administrator.
INSTITUTION Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.
SPONS AGENCY Illinois State Office of Education, Springfield. Adult and Continuing Education Section.
PUB DATE Jun 75
NOTE 18p.; For related documents, see CE 006 199-200

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Administrator Guides; *Adult Basic Education; *Check Lists; Educational Administration; Educational Philosophy; Educational Planning; Educational Programs; *English (Second Language); *Program Administration; Program Design; Program Development; Program Effectiveness; Program Evaluation

ABSTRACT

The manual provides a checklist for administrators responsible for developing, implementing, and evaluating an Adult English as a Second Language Program. The checklist consists of four sections: philosophy, administration and organization, program development and operation, and program impact. For each section there is a series of specific questions designed to examine the basic program component. For each question there is a series of points to be considered, each of which is formulated around determining the extent to which the program fulfills the basic component demands. (Author/JR)

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HANDBOOK FOR THE ESL/ABE ADMINISTRATOR

AN ADMINISTRATOR'S CHECKLIST: BOOK ONE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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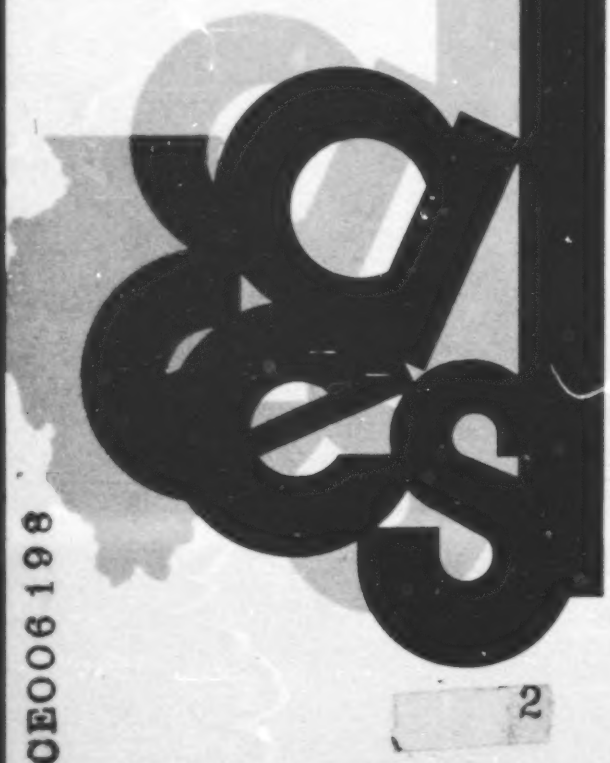

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ENGLISH AS A SECOND LANGUAGE FOR ADULTS

ILLINOIS ESL/ABE SERVICE CENTER
ARLINGTON HEIGHTS, ILLINOIS

HANDBOOK FOR THE

ESL / ABE ADMINISTRATOR

AN ADMINISTRATOR'S CHECKLIST

BOOK 1

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The development of this handbook was funded under a special project grant to the Northwest Educational Cooperative from the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section. The opinions expressed in this publication do not necessarily reflect the position or policy of the Northwest Educational Cooperative or the Illinois Office of Education, Department of Instruction, Adult and Continuing Education Section, and no official endorsement should be inferred.

BILINGUAL EDUCATION SERVICE CENTER

Arlington Heights, Illinois

June 1975

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FOREWORD

This handbook has been written with the hope that it will minimize some of the confusions, difficulties and frustrations in planning, implementing and strengthening English as a Second Language Programs for adults. In any administrative situation the role of the director is a key one. It is s/he more than any other who sets the general tone and atmosphere of the program; it is s/he who must ultimately bear responsibility for establishing program and management priorities. Recognizing that each director will have to concentrate on too few of the many priorities considered essential for a good English as a Second Language Program, this handbook attempts to identify and treat those priorities which are basic to all programs. If the manual helps the administrator meet the challenges presented in implementing a successful program, one which results in continually improving services to its students, it will have served its purpose.

Many individuals and agencies have given freely of their time and talents to assist in the development of this handbook. We especially wish to express our appreciation to the following:

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Although many individuals have contributed valuable ideas in the writing of this handbook, the ultimate responsibility lies with its authors. It is anticipated that this first edition will be periodically reviewed, evaluated, and revised. We would welcome any suggestions or comments which you, as the user, might care to share.

PREFACE

What is it—this thing called "English as a Second Language"? Are "ESL" and "EFL" the same? What is "BILINGUAL EDUCATION"? Is it the same as "ESL" and "EFL"? Are they different? How are they different? The questions go on. As administrators we are so close to our programs we often make certain assumptions. One is that everyone knows what these labels stand for and the other is that everyone is as familiar with our field as we are. That the public may not know these labels or, if they know them, may not understand what they mean, is not surprising. Acronyms tend to confuse those not actively engaged in a particular field, whether the source for the acronym is law, medicine, government, psychology, advertising or even adult education. Where we find it necessary to interpret our programs to foster a climate of cooperation between them and the communities they serve, we should. "ESL," "EFL" and "BILINGUAL EDUCATION" are handy shorthand labels. They need not be abandoned, only explained.

• ESL, English as a Second Language, is primarily English which is studied and learned in an English-speaking culture. The ESL student lives, works and functions socially in an English-dominant society. English is the primary language used to carry on all the daily affairs of living.

• EFL, English as a Foreign Language, on the other hand, is studied and learned in a non-English-speaking society. English is not the dominant language of the culture in which the student lives and carries out his daily affairs. English taught as a foreign language often is developed around such highly specialized areas as Academic English, Touristic English, Specialized English for Flyers, Dentists, etc. Even when a student of EFL is in the United States, his base of operation is different from the ESL student in that his stay here is usually temporary, whereas the ESL student—at least theoretically—anticipates an extended, perhaps permanent period of residence in the English-speaking culture.

• Bilingual Education is a process which uses two languages, one of which is English, as mediums of instruction for the same population. A bilingual program often includes the study of English, the students' mother tongue, the history and culture associated with the students' mother tongue, and instruction in the subject matter areas. At the same time the student is receiving instruction in his native language in such subject areas as mathematics and science, s/he is also engaged in a complete program of ESL instruction. ESL instruction for the bilingual student has the same approach and purpose as ESL instruction for any student studying English in an English-dominant culture.

Having defined ESL, EFL and BILINGUAL, we may still have to define ABE. A working definition of Adult Basic Education as it applies to the adult ESL learner means that non-native adult who is functioning below a twelfth grade level of proficiency in speaking, reading or writing English.

As if this range of abilities was not enough, our students bring to class widely divergent personal backgrounds. A partial listing of the cast of characters found in the average ESL program might include:

- the recently arrived immigrant who labors under the dual handicap of double illiteracy—in English and in the mother tongue.
- the highly trained or educated immigrant who needs to develop facility in English before becoming a fully contributing member of the English-speaking culture; one who can fully participate in and enjoy the fruits of society.

- the new-to-these-shores kin to the family breadwinner who, although not feeling the same intensity of need as the breadwinner, still wants and needs English to become a fully active member of the new culture.

- the successfully educated in his native country now actively and positively seeking intensive English language instruction.

- the student continuously unsuccessful in his native-school situation, the totally untrained student, the very young adult or the student who considers himself "too old" to learn anything, let alone a second language.

Having dwelled on their differences, we must now consider their commonalities. Our students:

1. need to learn English.

2. need to function for at least a major part of every day in a predominantly English-speaking society.

They have come to our programs seeking help to meet these two needs. This is their third commonality.

All of our students make the long, often cold, journey into the night to learn English. We find them in a single program and sometimes even in a single class. This is our challenge and our opportunity—building programs which help our students contribute to, participate in, and more fully enjoy the benefits and responsibilities of this society.

INTRODUCTION TO THE HANDBOOK

THE HANDBOOK CONSISTS OF THREE BOOKS:

BOOK 1 .....AN ADMINISTRATOR'S CHECKLIST

BOOK 2 .....A MANUAL FOR DEVELOPING AND IMPLEMENTING THE ESL/ABE PROGRAM

BOOK 3 ..... PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM

- Each book may be used independently.
- Each book is cross-referenced.
- Taken together, the three books provide a tool for developing, implementing, and evaluating the total ESL program.

INSTRUCTIONS FOR USING THE HANDBOOK

The handbook is designed to provide detailed information in the following areas of program design:

2.1 Program Requirements/Funding

2.2 Program Development

2.3 Program Implementation

2.4 Staff Development

2.5 Program Evaluation

Each section is further subdivided to provide detailed discussions of specific areas of concern such as recruitment, utilizing community resources, etc. Thus it is possible to locate that specific area which is your concern and to utilize it exclusive of any other.

BOOK 1

AN ADMINISTRATOR'S CHECKLIST

INSTRUCTIONS FOR USING THE ADMINISTRATOR'S CHECKLIST

The inventory which follows is intended to provide a checklist for administrators faced with the responsibility of developing, implementing, and evaluating an Adult English as a Second Language Program. It is an attempt to specify in the most succinct manner the critical and significant program elements.

The checklist is divided into four basic categories. For each area there is a series of specific questions designed to examine fully the basic program component. For each question there is a series of points to be considered. Each point is included to assist you in formulating the most comprehensive picture of the extent to which your program has given attention to each of the four basic program areas.

It is hoped that the checklist will enable individual administrators and their staffs to systematically and quickly identify and then develop, implement, and evaluate the essential components of a successful adult ESL program.

1 AN ADMINISTRATOR'S CHECKLIST

1.1 PHILOSOPHY

1.1.1 To what extent does the education program meet the needs of the adult learners?

Consider:
a) needs assessment instrument(s) (2.2.1, 2.2.2)
b) written statement of goals (3.)
c) written statement of objectives (3., 3.1, 3.2)
d) written statement of content-life skills areas (3.1, 3.2)
e) written statement of communication skills (3.3)

1.1.2 To what extent is the program for adults only?

Look at:
a) curriculum
b) lesson plans
c) instructional materials
d) physical facilities
e) content-life skills area
f) communication skills (listening, reading, writing, speaking)
g) class schedules

1.2 ADMINISTRATION AND ORGANIZATION

1.2.1 To what extent does the school administration or board support the ABE program?

Consider:
a) provision for a full-time administrative position (2.2.6.3)
b) range of staffing competencies provided for in budget (2.2.6)
c) status of ESL/ABE within sponsoring institution
d) coordination, cooperation and articulation of the ESL/ABE program with other programs and services within the insitution

1.2.2 To what extent does the administrative organization affect the success of the program?

Consider:
a) goals and objectives
b) statements of program guidelines
c) staffing attitudes and behavior
d) student attitudes and behavior
e) community attitudes and behavior
f) sponsoring administration attitudes and behavior
g) program growth and stability

Look at:
a) evidence goals have been implemented (curriculum materials, content, skills inventory)
b) evidence objectives have been met (lesson plans, results of student tests, student satisfaction surveys)

c) evidence of active staff participation (attendance at workshops, staff retention)
d) evidence of teacher-made materials
e) evidence of growth in student enrollment
f) evidence of student satisfaction (surveys, questionnaires)
g) evidence of community support (cooperative sharing of staff and facilities)
h) active role of Advisory Council

1.2.3 To what extent does information concerning the program reach the general public?

Consider:
a) budgetary commitment to information dissemination (2.2.7)
b) strategies utilized (2.3.)
c) coordination and cooperation with other services of school, community and media (2.3.7)

Look at:
a) extent of internal staff involvement
b) use of special recruiter from target population (2.2.6.3)
c) range of community groups involved (2.3.7)
d) prepared leaflets, brochures, letters, etc. (2.3.1.1)
e) range of media services used (2.3)
f) dollar amount allocated and expended (2.2.7)

1.2.4 To what extent are accurate fiscal records maintained?

Look at:
a) original approved budget (2.2.7)
b) budget justification worksheet (amounts, categories included, funding sources, explanation of particular expense and its purpose in program) (2.2.7)
c) any budget revision (2.2.7)
d) disbursement records (2.2.7, 2.2.7 [A], 2.2.7 [B])
e) correlation between fiscal reporting format followed by ESL/ABE program and Business Office of administrative units (2.2.7)

1.2.5 To what extent is program coordinated with community?

Consider:
a) range of community agencies involved (2.3.7)
b) community services available to participants (2.3.7.1)
c) existence of Advisory Council (2.3.7.2)
d) role of Advisory Council (2.3.7.2)

1.2.6 To what extent is the staff involved in the program?

Consider:
a) information provided to staff (2.4)
b) number of in-service experiences available to staff (2.4)
c) staff involvement in planning development activities (2.4)
d) staff role in program planning (2.4)
e) evidence of staff-participation in meetings (2.4)
f) existence of staff-prepared materials (2.4)

1.2.7 To what extent is there clearly defined leadership of the program?

Determine:
a) responsibility for processing purchase orders
b) responsibility for disseminating information
c) responsibility for record keeping
d) responsibility for staff development
e) responsibility for materials selection
f) responsibility for coordinating services to program
g) responsibility for program articulation between groups and content areas

1.3 PROGRAM DEVELOPMENT AND OPERATION

1.3.1 To what extent is instructional planning developed around the learning needs of the students?

Consider:
a) six goals of ESL/ABE programs (3)
b) individual needs assessment instruments (2.2.2 [A], 2.2.2 [B])
c) student input (2.2.1 [B])

Look at:
a) rate of student retention
b) drop-out rate
c) enrollment and program growth
d) program evaluations by students (2.5 [A], 2.5 [B], 2.5 [C])
e) participant recommendations
f) participant achievement tests

1.3.2 To what extent are the facilities appropriate for adult students?

Look at:
a) parking and transportation (2.2.5)
b) room size, availability (2.2.5)
c) furnishings (2.2.5)
d) social, group spaces (2.2.5)
e) facilities available (eating, rest rooms, storage) (2.2.5)
f) child care facilities (2.2.6)

1.3.3 To what extent is program schedule flexible and responsive to student needs?

Consider:
a) availability (2.3.1.3)
b) range and variety (2.3.1.3)
c) convenience (2.3.1.3)

Look at:
a) availability of morning, afternoon and evening classes (2.3.1.3)
b) hours of instruction per week (2.3.1.3)
c) simultaneous class meetings (across content areas and groups (2.3.1.3)
d) availability of child care (2.3.1.3)
e) number of off-campus programs (2.3.1.3)

1.3.4 To what extent is there a continuous evaluation to determine the degree to which needs are being met?

Look at:
a) evidence of student achievement (2.3.5 [A], 2.3.6 [B])
b) evidence of student attitudes (2.5 [A], 2.5 [B])
c) evidence of student satisfaction (2.5 [C])
d) rate of retention (2.3.4)
e) program enrollment (2.3.3.2)
f) rate of drop-out (2.3.4)
g) evidence of improved employment (2.3.3.2, 2.3.6 [B])
h) evidence of continuing participant education (2.3.6 [B])

1.3.5 To what extent does the program permit students to work at their own rate, capability and interest levels?

Consider:
a) individualized instructional units
b) grouping (tutorial, special interest ability)
c) media (tapes, records, filmstrips, language masters, illustrations)
d) special teacher-made materials

1.3.6 To what extent are audio-visual and instructional media utilized?

Consider:
a) availability
b) range
c) training
d) articulation

1.3.7 To what extent are teacher aides efficiently utilized in the program?

Consider:
a) input in program planning (2.4)
b) participation at meetings
c) attendance at staff-development activities
d) range of responsibilities (2.4)

1.3.8 To what extent are opportunities for staff development provided?

Consider:
a) budgetary commitment (2.2.7 [A], 2.2.7 [B])
b) staff involvement in planning
c) degree of staff participation
d) frequency of opportunity
e) access to local, regional, state, national, staff-development opportunities

1.3.9 To what extent are cousneling and referral services employed?

Look at:
a) availability of pertinent, current information (2.3.7)
b) listings of counseling and referral services
c) analysis and classification of objectives, services, eligibility requirements
d) contact sources

e) assistance in obtaining such services available to participant from program staff
f) follow-up done with agency, department or student
g) frequency of up-dating of referral information

1.3.10 To what extent are diagnostic and placement procedures used?

Look at:
a) diagnostic and placement instruments used (2.3.6, 3.6)
b) participant placement record (2.3.6 [B], 2.3.6 [C])
c) use of results in instructional planning (2.3.3)
d) use of tests in judging program effectiveness (2.3.3)
e) effect of diagnostic results on student counseling (2.3.3)
f) specific information provided by each instrument (3.6)

1.3.11 To what extent are comprehensive student records maintained?

Consider:
a) kinds of records maintained (2.3.3)
b) frequency
c) accuracy
d) comprehensive nature of records

Look at:
a) records of attendance (enrollment date, transfer, withdrawal, completion, cumulative records of attendance) (2.3.3.3)
b) personal history records (Specimen 2.3.6 [B])
c) educational history records
d) educational placement records
e) referral and counselling records
f) course completion records
g) certificates earned
h) record of participant follow-up (2.3.3, 2.3.4)

1.4 PROGRAM IMPACT

1.4.1 To what extent are attempts made to gather data on tangible benefits derived by adult participants?

Consider:
a) type and extent of follow-up (2.3.4, 2.3.5)
b) outside sources utilized

Look at:
a) adult participants removed from public assistance roles
b) former participants enrolled in GED, vocational, community college or university program
c) participants now employed, upgraded in employment
d) participants have obtained drivers' licenses, registered to vote, applied for citizenship

1.4.2 To what extent have attempts been made to determine participant satisfaction with instructional programs and opportunities derived as a result of their participation?

Consider:
- a) follow-up (2.3.5)
- b) individuals involved in follow-up
- c) extent of follow-up

Look at:
- a) student retention rate
- b) program completion record
- c) participant program evaluation survey
- d) participant needs satisfaction survey
- f) participant training experience pre/post program
- g) participant community participation pre/post program
- h) increase in community support

Ask about:
- a) student referrals to program
- b) participant recommendations of program
- c) former participant continued support of program